### Developmental And Readiness Education (DARE) Taskforce
Meeting Minutes

<table>
<thead>
<tr>
<th>Date and Location:</th>
<th>4/15/15, Adm 109</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendees:</td>
<td>Melissa Aguilar, Ricardo Delgado, Jennifer Myhre, Lori Clinchard, Lorrie Ranck, Diana Alves de Lima, Rowena Tomaneng, Rebecca Fouquete, Jerry Rosenberg, Virginia Marquez, Marlene Ornelas, Karen Hunter, Jeff Schinske, Truly Hunter,</td>
</tr>
<tr>
<td>Absent:</td>
<td>Rob Mieso, Students: Kairav Sheth, Deborah Centanni, Monika Thomas, Janet Tillman, Veronica Avila, Sabrina Stewart, Stephen Fletcher, Thomas Ray,</td>
</tr>
<tr>
<td>Note taker:</td>
<td>Deepa Yuvaraj</td>
</tr>
</tbody>
</table>

**I. Review agenda and minutes from last meeting**
- Minutes: Approved; Agenda: Approved;
- Community Building - if I could do it all over again, what would my dream job be and if I didn't have to worry about money

**II. DARE Looking ahead**

**A. Jen Reporting on the State wide BSI Webinar** – Math Jam - A bold step by Pasadena City College
- A free for students - week long orientation for students on low stakes math
- District funds it every summer; FYE is not a cohort here
- Staffing needs – One full time coordinator, 5 faculty, 4 counselors, 12 coaches - grad students, 35 tutors (In the Quarter system - counselors have a contract)
- Tutors would have done math jam the previous year, 35 tutors are assigned for the rest of the year, they say they have no problem recruiting
- This summer 2400 students will do math jam, total incoming 5200 - so about half of incoming students
- Students move through classes much faster, major campus wide reach
- Team to visit the college - 7 people
- Q - Is it based on their placement – yes, they have to do the placement but we do not know if they use the data, its unclear what criteria they use

**B. DARE – Retreat** - To envision and plan - do we want to keep doing a little of this or few bold steps
- Discuss - a visioning kind of day
- Do we want to have a STEM focus
- Students need more than basic classes – we have only 4 engineering classes, we have 2 astronomy classes that most colleges do not have; students come in to see the bigger picture and its not there
- Sociology with Algebra - why not have stats class who is concurrently enrolled in 114; The stat-way would make natural link courses
- Shift - yes its a shift – need to move resources from different areas
- Math jam is good to do but there are so many with math phobia - great idea to get people to buy in
- For STEM we need logistics, much bigger things, a 2 year ramp up
- Change - they are not doing well in some basic classes because they are putting them off - a whole cultural change - get them excited to get their basic skills before GE classes
- **Friday June 12 sounds doable** - we could go offsite - Regroup Revise and Re-envision 3Rs
  - We are cautious on what can be counted - we may have to give back some funds
  - Rebecca – has a Department meeting - cannot make it; May 5- classified employee of the month

**C. Looking Ahead: Interventions at lowest level** - Diana
Focus on the group at the risk of dropping off - focus on Non-cognitive interventions - Brainstormed for ideas
- A growth Mindset - participate in a 3 day training who can propagate through curriculum
- Guiding Institutional Research to find factors that made students leave and focus groups on their needs
- **Main idea was Peer mentoring** - its part of current grants - Title III, also happening via LEAD and cohorts
- Big bold move to provide mentors assigned to every lowest level class 210 in Math, ESL 200, 234, about...
50 sections, idea to groom these people to give generational wisdom and create leadership
  o To do this well - infrastructure and coordination efforts in place
  o Curriculum is being developed on Peer mentors, Training of faculty and mentors
  o Budget items – Coordinator, Faculty Stipends, Peer mentors - $150k @ $10/hour
• Q: Ask Marlene? What would have made a difference?
• A – Marlene - For writing – at the beginning I did not know the grammar rules - I wish I had a mentor - to pass the English for e.g. with EWRT 1B – it would have been great to have a mentor
• Have one person who you would talk to, a person to go to for the insider; Truly - student employee gives very good information to students - Student employees are constantly advising
  o Do you know about the MPS? Do you know about the EDC? Who can I ask to proof read?
• Q: What will their jobs be like? - A – need to distinguish between tutoring and mentoring, so faculty do not misunderstand
• Not sure if the mentor has to be tied to class room, what’s missing - why not have booths on campus to provide that kind of support, we have a mentoring need but is the classroom the right place? Not sure of faculty buy in
• There may be a need to have a place to go, needs to be a connection, to take it where the students are
• For a feel on faculty buy-in - it is very important to know what is the role of a peer mentor, they have to have these people be in the classroom
• Jen - Class - is the target population - and also so that student will have a relationship, see the person regularly and have a continuity, how do I belong here, class room is a handy unit to assign the mentors
• Diana - different dynamic for use of resources - more confident students ask for such aid
• Ricardo – effective if it comes from another student - make clear that these people will model behavior, everything looks intimidating initially, peer mentors are important and we should invest
• Lorrie - we need both ambassadors and peer mentors - ambassadors first two weeks before registration of class, consistency and trust is important in peer mentors, can be one and the same sometimes
• We want to work around faculty sometimes - customized academic support - we bombard faculty with emails and some of the PT faculty say that is when they feel most connected to DeAnza, but maybe it can help create a cultural change when they are part of this mentoring -
• Jen - students do better - if we start from the place of big resistance - I have to recruit some and may be they will recruit more - may start with one section at least; May be its time to temporarily suspend mini grants - PT hourly paper work - Independent Contracts – involves lot of person hours
• To make it truly effective we have to have it for all the sections
• We did have the idea of embedded tutors and coordination numbers seemed undoable because of scheduling - scalability of certain things - there are practical roadblocks, Coordinating 100 students, timesheets and faculty and doing it each quarter for each class; Bring students to mentors vs getting mentors to students is matter of scheduling
• Math Jam - is more doable - Math jam is also fun, has benefit of creating a positive change, playfulness
• Truly - if you are waiting for the population to come to them, we have to walk them to it
• There was NOT support for moving forward on the big mentoring program that the interventions at the lowest level team was proposing

III. Updates/Announcements/For the good of the order
• Angela Davis Event April 16, 2015; Next week - Wed 12:30pm VPAC Sankofa Event;
• Next meeting - Valerie Taylor - Digital learning literacy

Next Meeting

DARE Core: Tuesday, May 5, 2015: 9:30 – 10:30am, Admin 109
DARE General: Wednesday, May 6, 2015: 3:00 - 4:30pm, Admin 109